2017 Report on the State of Educator Preparation in Iowa

This report is intended to inform the State Board, stakeholders, and the public on the information that can be collected and analyzed by Iowa Department of Education consultants.

January 25, 2018

The data included is for the 2015-2016 academic year (the most recent for which complete data is available) unless otherwise noted.

Table of Contents

Section 1. Program Information

This section provides information on the number, type, and production of educator preparation programs in Iowa.

Specific information on each program can be found at several locations:
US Department of Education Title II Report: https://title2.ed.gov/Public/Home.aspx
The Iowa Association of Colleges for Teacher Education website features a link for each program: http://iowacte.org/

2016-2017	Programs and Degrees Offered						
Name and Location of Institution	Early Childhood Only	Elementary Education	Secondary Education	Secondary Intern	Educational Leadership	School Service Personnel	Highest Degree Granted In Education
Briar Cliff University, Sioux City		X	X				M
Buena Vista University, Storm Lake		X	X			X	M
Central College, Pella		X	X				B
Clarke University, Dubuque		X	X				M
Coe College, Cedar Rapids		X	X				M
Cornell College, Mount Vernon		X	X				B
Dordt College, Sioux Center		X	X		X		M
Drake University, Des Moines	X	X	X		X	X	D
Emmaus Bible College, Dubuque		X	X				B
Faith Baptist Bible College, Ankeny		X	X				B
Graceland University, Lamoni		X	X				M
Grand View University, Des Moines		X	X				M
Grinnell College, Grinnell			X				B
Iowa Princ. Ldrshp Academy					X		NA
Iowa State University, Ames	X	X	X		X		D
Iowa Wesleyan U Mount Pleasant	X	X					B
Kaplan University, Des Moines			X				M
Loras College, Dubuque		X	X			X	M
Luther College, Decorah		X	X				B
Maharishi U of Mgmnt, Fairfield			X				M
Morningside College, Sioux City		X	X	X			M
Mount Mercy U, Cedar Rapids	X	X	X				M
Northwestern College, Orange City		X	X				B
Regents Alternative Pathway to Lic				X			NA
Saint Ambrose U, Davenport	X	X	X		X	X	M
Simpson College, Indianola		X	X				M
University of Dubuque, Dubuque		X	X				B
University of Iowa, Iowa City		X	X		X	X	D
U of Northern Iowa, Cedar Falls	X	X	X		X	X	D
Upper Iowa University, Fayette	X	X	X				M
Viterbo U, Des Moines					X		M
Waldorf University, Forest City		X	X				B
Wartburg College, Waverly		X	X				B
William Penn U, Oskaloosa		X	X				B

Key: B-Bachelor's Degree M-Master's Degree D-Doctorate Degree

Table 1.1 Number of people prepared as educators in Iowa.

	Total Number of Educators Prepared in Iowa: 2095 teachers + 245 administrators + 148 other = 2488						

		# of completers					
	# of programs	**Teachers**	Change from last year	**Admin***	Change from last year	**Other****	Change from last year
Traditional Programs IAC 281-79							
Public	3	927	-13%	136	+11%	88	+69%
Private	30	1137	+6%	109	-3%	60	+58%
AEA based principal	1	NA	NA	0***		NA	NA
Alternative Programs IAC 281-77							
Teacher Intern	2	31	+82%	NA	NA	NA	NA
Total		2095	-4%	245	+7%	148	+64%

* Principal and Superintendent
** School Counselor, School Psychologist, School Audiologist, School Social Worker, Speech-Language Pathologist, Supervisor of Special Education
*** IPLA operates on a sequential 2 yr cohort model - 15 last year

Table 1.2 Program completers (teacher), current P-12 teachers and P-12 students

Year	# of completers	# of teachers	# of students
2008-09	2138	34744	510916
2009-10	2240	34643	507662
2010-11	2471	33916	507297
2011-12	2572	33938	506248
2012-13	2649	34226	508500
2013-14	2404	34509	510525
2014-15	2178	34725	513459
2015-16	2095	34727	516491

Section 2. Candidate Information

> Vocabulary:
>
> Numbers of candidates, program completers, licenses, and endorsements are not the same.
>
> - Candidates are college students admitted to an educator preparation program. Candidates are progressing toward program completion.
> - Program completers are candidates who have successfully completed all program requirements including graduation (if an undergraduate program) and passing required assessments.
> - A license is issued to a program completer by the Iowa BoEE once the program assures completion and recommends the program completer for licensure.
> - An endorsement is an authorization to teach in a specific field. A teacher will have one license, but may have multiple endorsements. For instance, a teacher with a secondary science license may be endorsed in Biology, Chemistry, and Earth Science.

Table 2.1 Number of completers in general categories. Note; this is a count of persons, each may have multiple endorsements.

	Completers
Early Childhood Education only	109
Elementary Education only	1075
Secondary only	626
Art/Music/PE	285

Table 2.2 Selected endorsements by specific content. Note: This is a count of endorsements, one person may have multiple endorsements.

The highlighted cells indicate that 60% of beginning elementary teachers may also earn a reading endorsement and 23% of beginning elementary teachers may also earn a Strategist I special education endorsement.
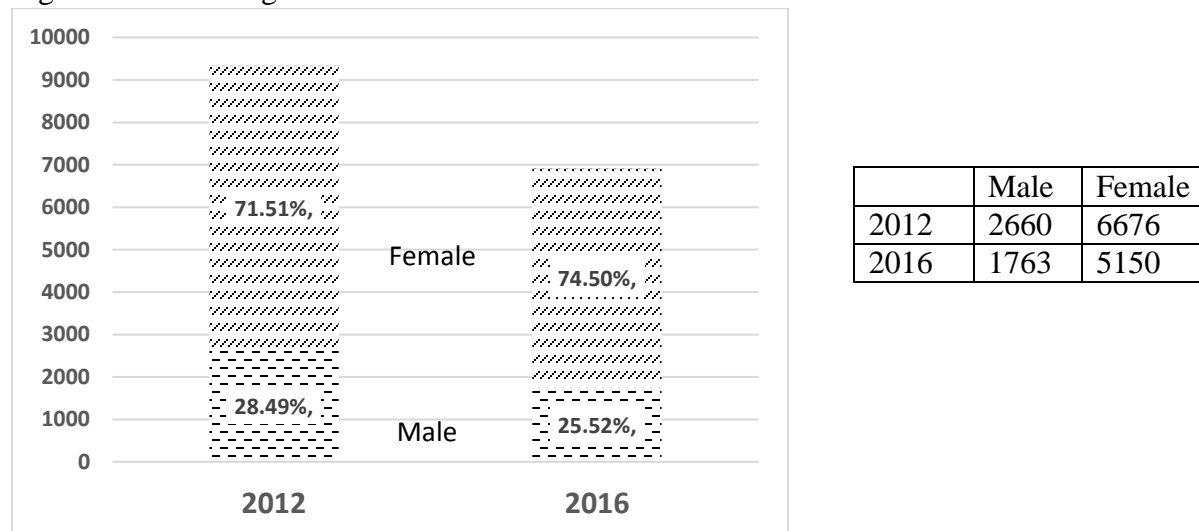
Grade Level	Position Title	# initial license	# added to license	total
Pre K-3	Tchr. Birth-3 Incl. Spec. Ed*	118	48	166
K – 8	Instructional Strategist I: Mild and Moderate*	255	46	301
5 – 12	Instructional Strategist I: Mild and Moderate*	48	62	110
PK - K	PK-K and Special Education*	35	3	38
K-12	Instructional Strategist II: BD/LD*	13	118	131
K-12	Instructional Strategist II: Intellectual Disabilities*	10	123	133
K-8	Total World Languages (Spanish)*	34	0	34 (26)
5-12	Total World Languages (Spanish)*	57	0	57 (41)
K - 12	School Media Specialist*	0	33	33
K - 12	ESL Teacher*	87	87	174
K - 12	Talented and Gifted*	5	90	95
5-12	Agriculture*	17	0	17
5-12	Family and Consumer Science*	23	0	23
5-12	Industrial Technology*	6	1	7
5-12	Mathematics*	107	0	107
5-12	Physics*	11	0	11
PK - K	Teacher, PK - K Classroom	45	15	60
PK - 3	P K -3 Classroom Teacher	40	5	45
K-6	Teacher Elem. Classroom	1103	2	1105
K-8	Reading	662	131	793
5-12	Reading	24	27	51
K-8	Art	29	0	29
5-12	Art	32	0	32
K-8	Music	112	0	112
5-12	Music	109	0	109
K-8	Physical Education	114	1	115
5-12	Physical Education	111	0	111
5-12	English/Language Arts	143	2	145
5-12	Biological Science	76	0	76
5-12	Chemistry	39	0	39
5-12	American Government	49	0	49
5-12	American History	106	0	106
5-12	World History	103	0	103
5-12	All Social Studies	54	5	59
K - 12	Athletic Coach	173	4	177

* indicates identified shortage area

Figure 2.1 Comparison of the number of students admitted to teacher preparation programs and the number who complete programs in 2012 and 2016.

	Admitted	Completers
2012	9336	2471
2016	6913	2095
change	2423	371
%change	25.95%	15.22%

Figure 2.2 Percentage of male and female teacher candidates admitted in 2012 and 2016.

	Male	Female
2012	2660	6676
2016	1763	5150

Note: P-12 Students in 2016: Male = 51.56%, Female = 48.44%

Table 2.3 Distribution of teacher candidates admitted to teacher preparation programs in 2012 and 2016 by self-reported race/ethnicity.

	Hispanic	Indian	Asian	Black	Islander	White	Multiracial	Total
2012	2.4%	0.2%	0.7%	1.6%	0.1%	92.2%	0.6%	9336
2016	2.9%	0.4%	0.8%	1.2%	0.1%	89.8%	1.3%	6913

Section 3. Assessment

Section 3.a Candidate Assessment Results

In Iowa, three avenues for program completion assessment are authorized:
1. Use of ETS Praxis II content test combined with ETS Praxis II pedagogy test. This option has been in place since January of 2013.
2. Use of edTPA performance assessment in the appropriate content area. This option has been in place since November 2015.
3. Use of ETS PPAT pedagogy performance assessment combined with an ETS Praxis II Content test. This option was authorized in May of 2017.

Information from program reports indicates a maturity of program completion assessment data and analysis for candidate and program improvement. A number of programs are moving toward the use of performance assessments, which may yield multiple benefits. First, these assessments provide a more useful level of detailed data on students' knowledge and skills. Secondly, performance assessments assess knowledge and skills in an authentic teaching environment. Third, programs are aligning curriculum, course assessments, and embedded performance assessments throughout the program of study to program completion performance assessments and the standards on which they are based.

Figure 2.1 shows that the number of candidates admitted into the program since program completion testing was implemented has dropped significantly, while the number of program completers has remained relatively constant. This indicates that programs may be more selective in examining students before admission, to ensure students with a better chance of success are admitted.

Currently, five programs are using program completion performance assessments consequentially and many are exploring or piloting their use. Schools that are using edTPA consequentially include the University of Iowa, Clarke University, Northwestern College, Dordt College and Drake University. Iowa State University will begin using the PPAT/Praxis Content test option in the 2017-2018 academic year.

Departmental examination of ETS and edTPA testing data indicates passing rates consistent with ETS Praxis II assessment results over the past several years. Once programs have determined which assessment(s) will be used and no longer pilot tests non-consequentially, we will be able to reliably report data on passing rates.

Section 3.b Program Assessment Results

1. Employment Information.

Table 3.1 Employment status.

	Number of program completers (all programs)	employed in a position for which they were prepared	employed in an education position outside of preparation	enrolled in higher education	employed outside of the education field	not employed	employment status unknown
Teachers	2095	1195 (57%)	82 (2%)	50 (2%)	69 (3%)	42 (2%)	657 (31%)
Admin	245	80 (33%)	59 (24%)	1 (0.4%)	2 (0.08%)	0 (0%)	103 (42%)
Other*	148	106 (72%)	6 (4%)	2 (1%)	18 (12%)	1 (0.5%)	15 (10%)

*Other includes: School psychologist, speech language pathologist, school social worker, school nurse, and audiologist.

2. Examination of survey data.

Iowa has piloted a new survey this year. For the past three years, the survey process was that each program sent a survey to recent teacher and principal graduates and the graduates' immediate supervisor using state-wide standardized survey prompts based on the Iowa Teaching Standards.

This year, Iowa participated in a national teacher survey based on InTASC standards. The survey, based on the Iowa survey model, was developed in partnership with stakeholders from five states (Iowa, Hawaii, New York, Kansas and Pennsylvania). Development stakeholders included a member of each state's Department of Education, state representatives of the American Association of Colleges for Teacher Education, staff from Westat Research and representatives of School Administrators of Iowa.

a. Survey of beginning teachers.

The survey prompts examine how well the beginning teacher performs teaching duties. The survey given to the principal uses the same prompts, asking the principal to provide information on the beginning teacher. Surveys are identified by person when sent to the teacher and principal, but all data returned to the Department is anonymous by person and school/district.

The survey was sent to 1334 beginning teachers and their administrators by Department consultants. At the same time, a number of surveys were also sent in Kansas and Hawaii. Nationally 440 teachers and 499 principals responded to the survey. Of those 440 teachers, 387 were from Iowa, representing a 29% Iowa teacher response rate. Of the 499 principals, 447 were from Iowa, representing a 34% Iowa response rate.

b. Survey of beginning principals.

The teacher survey pilot did not extend to the survey of beginning principals. As in previous years, principal preparation programs sent surveys to their graduates and the graduates' superintendent, using specified survey prompts.
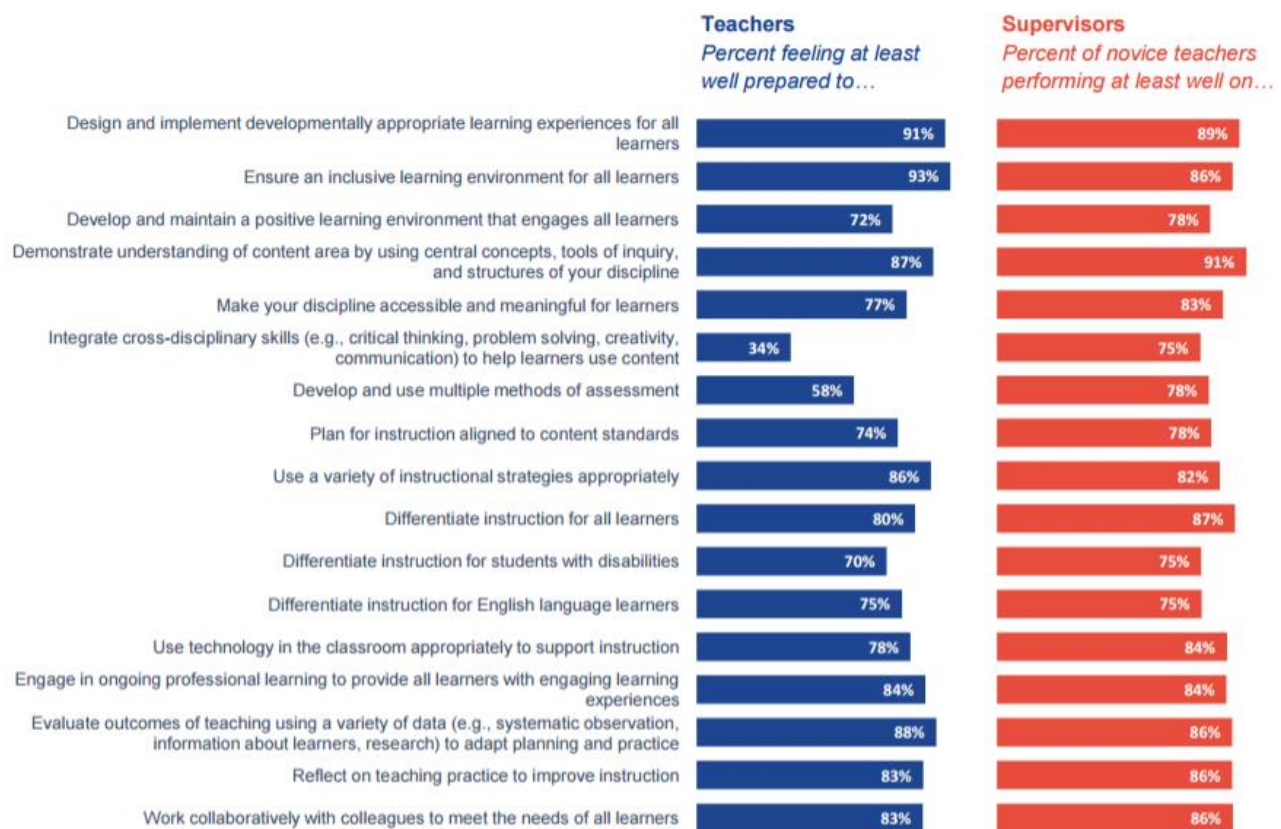
c. Summary.

Fewer teacher responses were received this year (387) compared to last year (534) when each program sent our surveys to teachers directly, however the data is more comprehensive. This year more principals returned surveys (447) compared to last year (384) when programs sent out surveys to principals directly.

Figure 3.1. Results of national survey for Iowa beginning teachers and their principals. Graph produced by Westat Research.

IOWA
AACTE Novice Teacher and Novice Teacher Supervisor Survey Results

	Teachers — Percent feeling at least well prepared to…	Supervisors — Percent of novice teachers performing at least well on…
Design and implement developmentally appropriate learning experiences for all learners	91%	89%
Ensure an inclusive learning environment for all learners	93%	86%
Develop and maintain a positive learning environment that engages all learners	72%	78%
Demonstrate understanding of content area by using central concepts, tools of inquiry, and structures of your discipline	87%	91%
Make your discipline accessible and meaningful for learners	77%	83%
Integrate cross-disciplinary skills (e.g., critical thinking, problem solving, creativity, communication) to help learners use content	34%	75%
Develop and use multiple methods of assessment	58%	78%
Plan for instruction aligned to content standards	74%	78%
Use a variety of instructional strategies appropriately	86%	82%
Differentiate instruction for all learners	80%	87%
Differentiate instruction for students with disabilities	70%	75%
Differentiate instruction for English language learners	75%	75%
Use technology in the classroom appropriately to support instruction	78%	84%
Engage in ongoing professional learning to provide all learners with engaging learning experiences	84%	84%
Evaluate outcomes of teaching using a variety of data (e.g., systematic observation, information about learners, research) to adapt planning and practice	88%	86%
Reflect on teaching practice to improve instruction	83%	86%
Work collaboratively with colleagues to meet the needs of all learners	83%	86%

Source: AACTE Novice Teacher and Novice Teacher Supervisor Surveys

3. Unit Assessment.

Programs are required to analyze unit assessment data and report the results of that analysis and plans to address issues identified in their analysis. Data sources identified for analysis include:

- Candidate assessment results, both within coursework and from standardized assessments including program completions assessments.
- Student teacher evaluations completed by program supervisors and cooperating teachers.
- Surveys of graduates and their employers.
- Advisory committee input.

This year, the analysis of unit assessment findings illustrated the uniqueness of each program and the enhanced focus by programs in making decisions based on sound assessment data. The responses were not only broad in range, but each was described to meet a specific need based on evaluation of assessment data. Several similar responses can be categorized into themes:

- Updating Assessment. Programs described updating assessment system by improving alignment of standards, curriculum and assessments and improving the methods of providing formative assessment feedback to candidates.
- Updating curriculum. Based on data from multiple assessment methods, many programs have updated curriculum to better meet learner's needs.

4. Student Teaching Assessments.

Programs are required to ensure candidates complete all coursework for an endorsement prior to student teaching. Because of this, student teaching is an excellent opportunity for programs to evaluate how well candidates perform in the work they were prepared to do. Programs are required to analyze assessments of student teachers and report the results of this analysis along with plans to address issues identified in their analysis. Programs assess through direct observation of student teacher performance based on program standards and also based on dispositional standards.

Results of student teaching assessments are aggregated and analyzed by Department consultants. Analysis results include:

- Most programs stated that the data results from most current assessments were put on the agenda for a summer retreat to problem-solve changes for continuous improvement. Areas cited for change include design of curriculum and field experiences.
- Many programs described changes to teaching for classroom management based on student teaching assessments.
- Many programs reported using assessment data to determine if previous changes made to the program in targeted areas had any impact on student teaching performance. Several programs reported improvements in performance on specific standards comparing student teacher performance from 2014-2015 to 2015-2016.
- Many programs reported making changes in the assessment system based on data collected that indicated need for further investigation in a particular area or a change in the way data is collected to provide data that is more useful for continuous improvement.

5. Noteworthy program improvements.

A number of programs are moving to performance assessments for the program completion assessment requirement. Additionally, programs are mapping curriculum to performance assessments, indicating a more comprehensive use of program completion assessments to better inform the candidate and the program.

A number of programs are adding endorsement programs to meet the needs of shortages across Iowa. ESL and Special Education Strategist II endorsements are the most common added endorsements.

On a related issue, many programs are enhancing and/or expanding partnerships with P-12 schools for a greater variety of authentic clinical experiences and to place student teachers in schools not normally available to student teachers, with an emphasis on rural schools.

Several programs are adding opportunities for students to broaden their learning and experiences, including:
- Additional programs are offering international student teaching opportunities.
- Professional development for teacher candidates to assist them in the transition from student to job candidate.
- Student summer research activities for student-faculty research projects and studies.
- Students participated in violent intruder training to lay the foundation for future training provided by their school districts.
- Students participated in the spring LGBTQ Students and Educators Conference.

Section 4 Program Approval

Section 4.a. Program approval work since standards were updated in 2014.

Program Review	Result	Semester	Follow Up Visits Conducted
Waldorf	Full	Sp 14	None
Faith	Full		
MUM 79 Traditional	Conditional	Fall 14	None
MUM 77 Intern	Closed by MUM		
Cornell	Full		
Wartburg	Full		
BVU	Conditional	Sp 15	ISU
RAPIL	Full		Luther
Kaplan 79 Traditional	Full		Central
Kaplan 77 Intern	Closed by Kaplan		
IWU	Full	Fall 15	None
Morningside 77 Intern	Full		
Graceland	Full	Sp 16	Viterbo
WPU	Conditional		IPLA
Northwestern	Full		MUM (cond)
Grinnell	Full		Waldorf
			FBBC
Drake	Full	Fall 17	Cornell
			Wartburg
Coe	TBD	Sp 17	Kaplan
UIU	TBD		MUM (full)
			BVU (cond)
			RAPIL (will repeat)

Section 4.b Program Review Update from Annual Reports

One question in the IHE annual report template is pre-loaded by Department consultants to identify for each program concerns from their most recent program review. The question asks programs to identify how each concern was resolved and to discuss goals/plans for related continuous improvement. Fifty eight concerns were identified across eight standards, with the largest number of concerns in Assessment and Governance/Resources.
Common responses include:

Governance/Resources standard:
- Updating conceptual framework.
- Restructuring program elements to align with the framework.
- Purposeful communication / collaboration and new faculty lines.

Diversity standard:
- Specific actions to recruit and retain diverse faculty and students.

Faculty standard:
- Increased scrutiny of faculty qualifications.
- Improved accountability and documentation of faculty evaluation and development.

Assessment standard:
- Designating / compensating an individual to manage assessment.
- Improving use of automation in collecting and analyzing data.
- Enhancing reliability measures.
- Enhanced alignment of standards, curriculum and assessment.
- Movement toward performance assessments.

Clinical standard:
- Oversight of clinical experience requirements.
- Alignment of clinical experiences with other program elements.

Curriculum standard,
- Enhanced oversight of curriculum.
- Updating the scope and sequence of courses.
- Curriculum changes based on data and alignment with standards.

Summary of 2015-2016 Academic year reviews.

Six programs were reviewed during the 2015-2016 academic year:
- Iowa Wesleyan University
- Morningside College Teacher Intern Program (using IAC 281-77 standards)
- Graceland University
- William Penn University
- Northwestern College
- Grinnell College.

The six reviews yielded five programs receiving full approval and one (William Penn University) receiving conditional approval. Prior to the review, Iowa Wesleyan University went through substantial changes, which resulted in their vacating secondary education preparation, keeping only elementary education preparation and music education preparation. The Morningside review was unique. Morningside underwent a full review using the soon to be updated IAC 281-77 standards to close the initial review conducted when they began operation. Morningside will undergo a full review of the intern program using the updated standards again in the fall of 2017, concurrently with the IAC 281-79 traditional program review.

Across the six program reviews, 49 compliance concerns were identified and resolved. The standards with the largest number of findings were governance/resources, assessment and faculty. Commonality among governance findings was oversight and resources. Resolutions of concerns involved increasing resources for operational budgets and improving policies and faculty work load distribution to provide stronger program oversight. Faculty concerns were mainly resolved through adjusting assignments to ensure qualifications match teaching and provisions for faculty professional development. Assessment concerns centered on a coherent system and aspects of candidate assessment.

One beneficial component of the program review report recommendations for continuous improvement. Recommendations are made by the members of the site visit team in effort to help the program improve in areas in which they are compliant with standards. Across these six reviews, team members made 119 recommendations, with at least one recommendation in each standard for every program reviewed.

Current Program Approval Review Schedule

2017-2018 Academic Year

Program Reviews			
Institution	**IR Due**	**Preliminary Review**	**On Site Visit**
Grand View University	25 July	8 Aug	October 1-5, 2017
Iowa Principal Academy	23 Aug	6 Sep	Oct 15-18, 2017 *Rescheduled to Apr 2018*
Morningside College	14 Aug	30 Aug	October 29- Nov 2, 2017
University of Northern Iowa	31 Aug	20 Sep	November 12-16, 2017
University of Iowa	28 Nov	12 Dec	February 18-22, 2018
Dordt College	9 Jan	31 Jan	March 25-29, 2018
Simpson College	29 Jan	15 Feb	April 8-12, 2018

Follow Up Visits	
Institution	**Date of Visit**
Northwestern College	TBD
Grinnell College	TBD
William Penn University	Dec 7, 2017
Graceland University	Nov 30 2017
Iowa Wesleyan University	TBD
Morningside (Ch. 77)	October 2017